

This section contains annotated articles and sample language analyses. The articles present information and various points of view on the issues of cyber bullying and child labour. Brief background notes on the issue of cyber bullying are provided below.

### *Sample issue 1 – Cyber bullying*

Cyber bullying has been a source of concern for several years, but it recently came again to public attention following the suicide of four teenagers from one Victorian secondary school as a result of cyber bullying. Some of the issues are:

What, if anything, can be done to stop it?

Is it the responsibility of the schools and/or parents to supervise children more closely?

What is the responsibility of those who use the technology? Are some children and adolescents too immature to handle the technology?

What is the responsibility of the broader community?

Has cyber bullying been blown out of proportion as a problem simply because parents are now finding out what their kids are up to?

Should there be legislation to try to control cyber bullying?

Is this the sort of problem that spreads with one incident leading to others?

### *Preparation for SACs*

The following articles and photograph include detailed annotations of how each writer uses persuasive techniques to present a point of view on the issue. Each article is followed with a sample language analysis to show how to develop your writing skills. Note that each sample refers to ONE article only.

The language analysis on pages 200–1 is a sample SAC for Unit 3, Outcome 3. It discusses both articles and the photograph and includes a comparison of how the articles use language to position readers.

#### *A note on annotated articles*

The annotations in the following articles show the types of comments to make when analysing language use in a media text. They identify persuasive techniques and include some initial remarks on the effects of these techniques. These ideas and observations are then incorporated into the sample analyses that follow.

Use the annotations as models for your own notes as you prepare to write a language analysis.

## Media text 1 – photograph

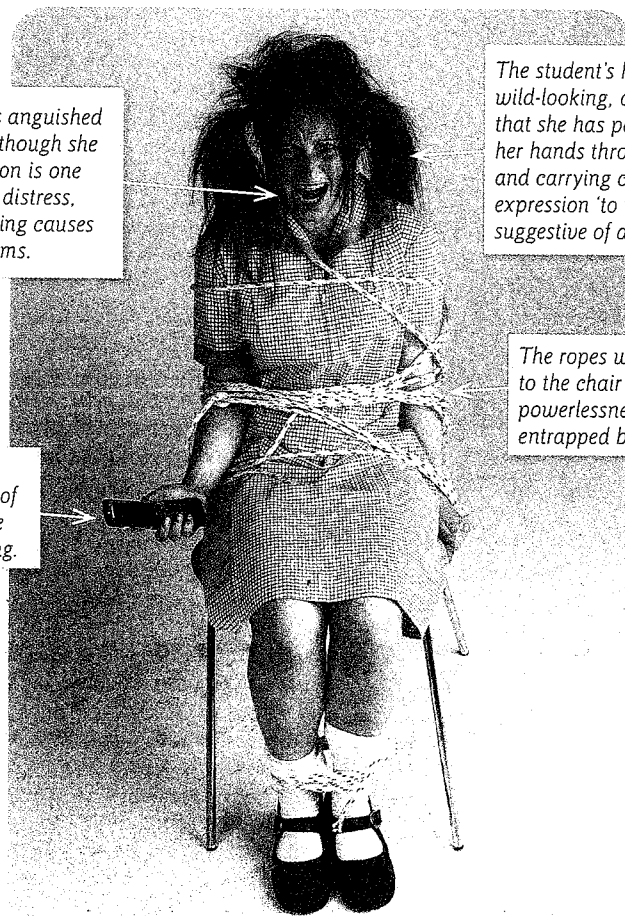
The photograph below was taken by Pat Scala and published in *The Age* on 14 May 2007.

The student's expression is anguished and her mouth is open as though she is screaming. The impression is one of extreme frustration and distress, indicating that cyber bullying causes dramatic effects to its victims.

The student's hair is untidy and wild-looking, creating the impression that she has perhaps been running her hands through it in distress, and carrying connotations of the expression 'to tear one's hair out', suggestive of deep frustration.

The mobile phone is representative of all forms of technology which might be used as vehicles for bullying.

The ropes which bind the student to the chair symbolise her powerlessness and sense of being entrapped by cyber bullying.



## Discussion points

activity

- 1 What messages about cyber bullying does this image send to a reader?
- 2 What messages does the image send about girls and bullying, cyber bullying in particular?
- 2 See C7 in the colour insert. How does colour influence your response to the photograph?

## You take on the role of editor

Your first task is to select which of the two following articles on cyber bullying would be the most appropriate for this photo and to give reasons for your decision.

Whereabouts in the article would you place the image?

Devise a caption that would attract the reader and link the photo into the article.

What does the image add to the article? Suggest several ways in which it reinforces the viewpoint of the article.

Re-read the article with the image in mind and discuss how it impacts on the way you read the article.

## Faceless bullies thrive in cyberspace

by DVIR ABRAMOVICH

THE faceless, nameless (1) nature of the internet is enabling people to engage in bullying with a shield of anonymity.

Anyone with access to the internet can harass, intimidate and humiliate (2) others any hour, any day. (3)

Defamatory statements can be posted anonymously and spread like wildfire (4), and censorship is almost non-existent.

Mobile phones, email, instant messaging, internet blogs and chat rooms are prevalent and are being used to degrade and threaten young people.

Bullying is no longer confined to the playgrounds and schoolyard – it has gone hi-tech.

And if you still (5) believe the old adage of sticks and stones may break my bones but words will never hurt me, think again.

A 13-year-old boy, Ryan Patrick Halligan, of Rhode Island, endured bullying by classmates for months. (6)

He was called gay.

He was threatened and taunted. (7) Eventually, Ryan committed suicide.

Last year, a cyber bully posted pictures, filthy comments and sexually explicit images of a California high school student.

That student was ashamed and afraid to go back to school. (8)

In New York, two teens set up a website that outlined the sexual secrets of girls. Another site invited peers to make negative comments about a fellow student.

As a result, a number of American states are considering the introduction of laws to curb cyber bullying. (9)

Experts point out that cyber bullying includes insults about physical appearance, about peers and about clothing, and even extends to stealing someone's instant message username and utilising it to send out abuse.

Emails or SMS messages may consist of racist slurs, sexual exploitation, extortion or coercion.

An Australian psychological study showed that in 2004, 10 per cent of young adults received threatening messages on their mobile phones.

A Queensland University of Technology survey found that for year 8 students cyber bullying was more damaging than physical bullying. The survey found that 25 per cent of those surveyed knew of someone who had been bullied in this way. (10)

A 2006 survey was more alarming. It found that 42 per cent of Australian female adolescents were harassed and denigrated on line or via SMS. (11)

Parents play a crucial role in establishing communication with their children about what takes place in their life.

But the reality is that many parents are not paying enough attention to what their children are doing online.

Studies of cyber bullying victims reveal that it changes their lives forever.

Cyber bullying strips away their sense of security and may require years of counselling. (12)

The community must empower children with the strategies and skills to combat cyber bullying.

Children can be taught not to give a cyber bully recognition, never to give personal information, not to respond emotionally and to save online evidence and keep logs. (13)

Parents should urge their children to tell them if they know of any others who are suffering from cyber bullying. Parents must assure their kids that they will not have their computer or mobile phone taken away if they tell them they are being bullied.

Such penalties will deter kids from being honest and lead them to attempt to handle the problem alone.

Parents must (14) explain the terrible effect this unacceptable and illegal conduct has, and emphasise the serious consequences.

Keeping the home computer somewhere it can be easily seen is advisable.

Adopt the no-blame policy. Children must be assured that bullying is not their fault, that they are not alone and that something can be done to stop it.

Remaining vigilant about our children's safety is the key.

Bullying is about contempt, about the desire to make someone feel worthless and inferior.

Every child has the right to live in a safe and respectful environment, free from abuse and torment. (15)

We (16) must work on achieving this goal.

Dr DVIR ABRAMOVICH is a senior lecturer at Melbourne University carrying out research to reduce prejudice and hate.

*Herald Sun*, 20 April 2007

- (1) Emotive language – frightening image of a 'faceless', 'nameless' threat; 'shield' suggests a battle as well as difficulty of catching the bullies.
- (2) Repetition of similar verbs to emphasise the severe nature of the threat.
- (3) Repetition of 'any' emphasises our vulnerability.
- (4) The simile suggests the unpredictable and uncontrollable nature of the problem.
- (5) 'And', 'still' add emphasis.
- (6) Specific example personalises the argument.
- (7) The use of short sentences adds tension and drama.

- (8) Examples cite scenes that can happen very easily and frighten the reader.
- (9) Reference to American solution emphasises seriousness of the problem – a global issue.
- (10) A list of Australian statistics increases relevance to the reader.
- (11) The figures that are cited increase in size, emphasising the enormity and worsening nature of the problem.
- (12) Broad statements are intended to frighten us.
- (13) The answer provides relief after a frightening argument.
- (14) 'Must' suggests necessity.
- (15) A sweeping statement with which nobody can disagree.
- (16) 'We' includes all of us in the effort to combat the problem.

## Sample language analysis

'Faceless Bullies Thrive in Cyberspace' by Dvir Abramovich is an opinion piece published in the *Herald Sun* on 20 April 2007. Blunt and direct in tone, the article leaves us under no misapprehension as to the writer's position: the internet is providing safe haven for bullies with devastating consequences.

Emphasising through repetition the vulnerability of the individual to this sort of intimidation – anyone, at any time, can be exposed to it – Abramovich makes the warning even more emphatic through the cluster of violent verbs, 'harass', 'intimidate' and 'humiliate'. As the bullies 'thrive' so the defamation they are responsible for spreads 'like wildfire'. This simile evokes a sense of something out of control, as does listing the everyday forms of technology by which the 'wildfire' can spread to 'denigrate' and threaten. The language is powerful and the assertion that bullying is no longer relegated to the playground reminds us all that we are now in entirely new and dangerous territory.

Any possibility that there is some vestige of doubt in the reader is removed – if you 'still' believe, then 'think again' warns the writer – and we are immediately presented with the all-too-human example of Ryan Halligan. Three short pointed sentences attract our attention and dramatise Ryan's fate: by the end of the example we are on first-name terms with him and involved in his story. The examples that follow Ryan's are delivered in quick succession, providing plausible and compelling scenarios of what can easily happen to any teenager.

The argument shifts in the second half from the global problem of cyber bullying to a specifically Australian context, thus placing the issue in our own backyard and increasing the relevance of the issue to us. Statistics are used to convince us of the enormity of the problem; the numbers increase in magnitude, building to a peak when it is revealed that nearly half of all female adolescents have been harassed via SMS. This leaves the reader in no doubt as to the enormity and seriousness of the problem.

Parents are warned by the writer to pay more attention and educate their children. If they don't, cyber bullying has the capacity to change lives 'forever'. The threat is intended to make parents feel worried and fearful, but then practical steps are offered and the reader turns to them with relief. The writer's message is clear: parents must act. We must remain 'vigilant' as 'our children's' safety is at stake – no more powerful appeal can be made to a parent.

Through highly charged language and examples, Abramovich emphasises the dire necessity for parents to act. The article concludes with an appeal to the right of 'every child ... to live in a safe and respectful environment', with which no-one could disagree. The use of inclusive language – 'we must ... our goal' – reinforces this sense of collective care and responsibility for children. Finally, then, Abramovich positions the writer not simply to agree with him, but to share his desire for urgent and effective action.

*The introduction gives the kind of article, the details of publication, tone and point of view.*

*Focuses on how repetition and use of simile works to frighten and thereby position the reader.*

*Examines examples that are used and why they have been chosen.*

*Explains how statistics are used and their effect on the reader.*

*Examines writer's strategy of frightening readers and then offering to save them.*

*Sums up the main persuasive techniques and how the overall effect has been achieved.*

## Opinion article 2

# On the trail of cyber bullies (1)

by PAULA BEAUCHAMP

**FORGET** (2) the caricature of the swaggering schoolyard bully. Today's young victims face round-the-clock harassment at the hands of faceless cyber bullies.

From distorted images to denigrating scrawl, bullies emboldened by the technology age can access a staggering array of tools with limitless reach. (3)

And their targets – equipped with high-tech mobile phones, the internet and SMS – are suffering more than their parents' generation did, according to adolescent psychologist Michael Carr-Gregg.

"It is the 'always on' phenomenon," he said. "It's 24/7 and it is so much easier for the (covert) bully.

"They don't need bravery ... they can do and say things anonymously, and, if they are really clever, leave no electronic fingerprint at all." (4)

Masquerading, text bombing and photographic manipulation are among the new bullying techniques used to harass Melbourne kids.

In other cases, children's identities have been maliciously assumed and their personal details posted on sites such as [www.myspace.com](http://www.myspace.com).

The profiles typically include false statements designed to humiliate the subject, such as "I am gay" or "I like young boys". (5)

Some US schools have banned the site. Locally, the practice of text-bombing – overwhelming a victim with repeated and cruel SMS messages – is on the rise. (6)

And school bullies are using sites such as [www.youtube.com](http://www.youtube.com), an online video streaming service, to harass fellow students.

Dr Carr-Gregg said modern technology gave bullies a disassociation and convenience they have never before had. (7)

Unfortunately most parents know little about the digital space their children inhabit and seldom realise when and how their children are harassed.

Dr Carr-Gregg suggests parents:

■ **MAKE** an effort to learn more about cyberspace and get involved with their kids' activities online because the potential for harm is so great.

■ **NEVER** install a computer in a child's bedroom.

■ **DISCUSS** their children's instant messaging buddy list with them.

■ **TALK** to their kids about cyber bullying. (8 & 9)

"If you look at the kids I've seen many have been so traumatised it has caused depressive illness," Dr Carr-Gregg said. "None have killed themselves yet, but in the US and Britain that is certainly already happening." (10)

The Federal Government is assessing a tender for research into covert bullying in Australian schools.

The project will investigate the nature and prevalence of covert bullying, including the forms it takes and information on its perpetrators and victims. The study will look at emerging forms of technology-based bullying, such as internet and mobile phone-based bullying. (11)

According to tender documents, a lack of reliable evidence about covert bullying in Australia is inhibiting government efforts to develop appropriate interventions.

"This project will be important in addressing this need, and preparing a foundation for informed action," the documents state. (12)

*Herald Sun*, 11 October 2006, p.45

- (1) Active headline – suggests bullies are being hunted down.
- (2) Capitalisation of **FORGET** is forceful.
- (3) Emotive language: 'emboldened', 'limitless reach' suggest a significant and uncontrollable threat.
- (4) Directly quoting and picturing a reputable authority adds weight, particularly for parents.
- (5) List of examples of how easily it can happen is frightening.
- (6) Reference to what other countries are doing shows the pervasiveness of this issue.
- (7) Modern technology is an active agent – it 'gave' bullies the opportunity.
- (8) Solutions provide readers with relief that something can be done.
- (9) The capitalisation of active key words emphasises this.
- (10) Implicit threat in the word 'yet' – one day it will happen. Reference to US and Britain adds weight to his point: if it has happened there it can happen here.
- (11) A properly funded and authoritative study reassures the reader.
- (12) 'Informed' action is also reassuring – this problem is being properly recognised and addressed.

## Simple language analysis

Paula Beauchamp's opinion piece 'On the trail of cyber bullies' was published in the *Herald Sun* on 11 October 2006. The author demonstrates the pervasiveness and perniciousness of cyber bullying but places faith in research as a means by which solutions might be developed. Although emotive in tone and heavily reliant on powerful images, Beauchamp adopts an informed and considered approach to the issue that would be expected by readers of this section of the paper.

*Introduction – all details of article are given; include reference to tone and position.*

The article opens emphatically with the reader called upon to 'forget' the old stereotype of the schoolyard bully. Capitalising FORGET adds emphasis and we are left in no doubt that bullies are far more frightening now that they are aided and abetted by a 'staggering' range of opportunities with 'limitless reach'. These are powerful images expressed simply and succinctly and call the reader to attention.

*Deals with introductory image and fleshes out the position of the writer.*

Extensively quoting an authority figure on the issue lends substance and credibility to the argument. Listing examples of the types of bullying now so prevalent is frightening, particularly as not all parents would be familiar with them. Characterising this threat as both unknown and in close proximity to their children is designed to provoke a reaction from parents. The seriousness of the issue is further underpinned by referring to the actions of some US schools in banning access to the MySpace website.

The steps offered by Carr-Gregg are simple and reassuring. Once again, capitalising the active key words emphasises them and leaves the reader with no illusions as to what needs to be done. The suggestions are short, direct and easy to understand. Reinforcing the need to take up the direction offered by Carr-Gregg is the explicit threat contained in his description of 'traumatised' children. The language is emotive and the reference to no Australian cyber bullying victims being dead 'yet' is intended to heighten the reader's anxiety. This possibility is a parent's worst nightmare, and its impact is compounded by the reference to the US and Britain where there have been deaths. The implication is clear: if it can happen there, it can happen here.

*Focuses on the solution offered and how this impacts on the reader.*

After the profoundly disturbing claims made by Carr-Gregg, information about the federal government's intention to take the issue seriously and properly research it offers relief. Parents would welcome news that the government is acting and that 'appropriate interventions' will be developed. At this point, there is a shift in the article's tone and language. Reference to the development of a 'foundation for informed action' concludes the article on a restrained and authoritative note that would be welcomed by the readers.

*Summation of the argument and the effect of the article's conclusion on the reader.*

## Strategies for discussing three or more media texts

There are two main ways to structure an analysis of three or more media texts:

- 1 compare and contrast all texts in each paragraph of your analysis (the **synthesised** approach), OR
- 2 analyse each text separately, but use your introduction to provide an overview of all three pieces and some brief background notes on the issue. In your conclusion, bring together major points about the ways in which each text uses language, including visual language, to persuade (the **separate** approach).

The second approach is probably more common and is outlined below. For either approach, your first steps remain the same as for analysing a single text.

### Step 1: Read the media texts carefully and take notes

For each media text, identify:

- the main contention or point of view being expressed
- the predominant tone and any significant shifts in tone
- the main persuasive techniques used and some key examples of each.

Make brief notes on *how* the persuasive techniques position the reader to respond.

Note the major similarities and differences between the point of view, the main tone and the use of persuasive language in each piece.

### Step 2: Prepare your ideas for writing

Rewrite the main contentions in your own words.

List the supporting points or arguments with selected persuasive words, phrases and techniques you are going to analyse for each text. Select quotations to use as evidence.

### Step 3: Plan your structure for a separate analysis

If you are taking the separate approach to your analysis, you will need to decide the order in which you will discuss the texts. If two texts have similar points of view or approach the issue in similar ways, analyse these texts first. Then consider the text or texts which take a different approach or express a contrasting viewpoint.

Here is a sample outline for a separate approach to an analysis of media texts.

<b>Introduction</b>	<p>Give some brief background to the issue.</p> <p>Introduce the media texts by stating their titles, text type, writer/photographer/illustrator and publication details.</p> <p>Briefly outline the perspective on the issue expressed in each piece.</p>
<b>Paragraph 1</b>	<p>Analyse the use of persuasive language in the first media text (this may take more than one paragraph).</p>
<b>Paragraph 2</b>	<p>Linking word or phrase. See Linking words (p.200) for examples.</p> <p>Analyse the use of persuasive language in the second media text (this may take more than one paragraph).</p>

<b>Paragraph 3</b>	Linking word or phrase. Analyse the use of persuasive language in the third media text (this may take more than one paragraph).
<b>Conclusion</b>	Summarise the main similarities and differences between the ways in which language is used to persuade in the media texts. You may make an overall statement about the effectiveness of each piece.

## Analysing images in relation to written texts

Images may not feature persuasive techniques such as inclusive language or rhetorical questions in the same way that written texts do. However, you can still discuss images in terms of similarities and differences to other texts by analysing the ways in which they support or contradict the effects on the reader of the other media texts you are analysing.

See the table below for some useful words to compare and contrast the persuasive effects of images with those of written texts.

Words expressing similarity between an image and a written text	Words expressing difference between an image and a written text
The image ... <i>supports, reinforces, reiterates, echoes, backs, endorses, seconds, bolsters, upholds, confirms, corroborates, affirms, repeats, consolidates ...</i> the point of view expressed in the article.	The image ... <i>undermines, contradicts, conveys an alternative message to, places pressure on, counters, belies, challenges, calls into question, disaffirms, disputes, negates, opposes, repudiates ...</i> the point of view expressed in the article.

If the image is a part of another media text – for example, a photograph accompanying a news article – it is important to consider how the image and text work *together* to create a particular effect on the reader. If the image is included as another text on the main issue, but is not attached to any specific article, then you can discuss how the image positions you to respond or presents a clear point of view on the issue.

## Cumulative effects of persuasive language

The words and phrases in the table above are also useful for discussing the cumulative effects of persuasive language. That is, you can use them when discussing how a particular technique works with other techniques to create an overall effect.

One way to ensure that you have considered the cumulative effects of persuasive writing is to structure your analysis according to groups of techniques used in a media text, instead of simply discussing the text paragraph by paragraph.

For example, take another look at the opinion piece on pages 169–70. The headline uses a direct address to Minister Peter Garrett and refers to him by his first name. On its own, this could create a casual, friendly tone and convey a friendly familiarity. However, the headline is also a sarcastic instruction which mocks Garrett's previous career as a musician and challenges him to alter his statements. The tone thus created is quite different, not casual and friendly but sarcastic and confrontational, conveying a lack of respect for the Minister. This is continually reinforced throughout the article by the repeated references to the Minister as 'Peter' or 'Pete', belittling and diminishing him in the reader's eyes.



In this way, the combination and accumulation of persuasive techniques can have effects which are very different from, or greater than, their individual effects. Remember to discuss how persuasive techniques are working together in any piece of persuasive writing to create an overall impact and effect on the reader.

## Linking words

Linking words act as 'glue' in your essay, binding it into a coherent piece of writing. Effective use of appropriate linking words will enable you to make the transition smoothly from discussing one media text to the next.

To express similarity	To express difference	To expand on a point
Similarly ...	By contrast ...	Furthermore ...
Likewise ...	On the other hand ...	Moreover ...
In the same way ...	However ...	In addition ...
Equally ...	Yet ...	For example ...
So too ...	Whereas ...	For instance ...
Besides ...	Nevertheless ...	In this way ...
Just as ...	In comparison ...	Additionally ...

## Sample annotated SAC

Your teacher will decide how many media texts you need to analyse in your SAC.

The following language analysis is an example of the type of response you will need to write in the SAC. The analysis of persuasive language is done in the same way as in the above examples. However, for the SAC you also need to:

analyse three or more media texts

include some **comparison** of how language is used in the articles analysed.

The response below refers to the two articles and the image analysed previously. The annotations explain how the response is constructed and how it addresses the assessment criteria for this task.

Introduces the issue and identifies the main viewpoints presented by the writers.

The issue of cyber bullying has gained increasing prominence in the Australian media in the last twelve months. Consistent with the wider community response to the issue, these two opinion writers present strong views opposing the use of the internet and mobile phones to circulate demeaning images and language. However, each writer has a different emphasis and positions readers in slightly different ways. Dvir Abramovich and Paula Beauchamp both stress the need for education and close parental involvement, Beauchamp's generally measured tone contrasts with Abramovich's more urgent call for action.

Abramovich's opinion piece 'Faceless bullies thrive in cyberspace' (Herald Sun, 20 April 2007) shows his close knowledge of the issue through statistics and compelling recent examples from the US. His strong and often blunt language

Signals some key similarities and differences to be taken up in the comparison section of the response.

conveys his sense of urgency, with the word 'must' being used on several occasions. For Abramovich, parental knowledge and vigilance 'is the key', and direct advice to parents – such as 'adopt the no-blame policy' – lets these readers know that they are his intended audience. He positions them to feel they want to take action: first, he stresses the devastating impact that cyber bullying can have, and then he suggests practical steps to take, leading parents to feel empowered. Abramovich concludes with a powerful appeal to the right of children to a safe and respectful environment – something every parent would want.

In 'On the trail of cyber bullies' (*Herald Sun*, 11 October 2006), Paula Beauchamp also emphasises practical solutions to the problem, focusing on the role of parents in the family home. She opens with emotive language and evocative images, such as the 'faceless cyber bullies' who have 'limitless reach'. Having established the seriousness of the threat, Beauchamp draws on the authoritative experience and advice of adolescent psychologist Dr Michael Carr-Gregg to reinforce her message and then move on to ways of addressing the problem. Her tone shifts from alarmed and sensationalist to restrained and authoritative as she informs us about a recent federal government plan to investigate bullying in schools. This leaves the reader feeling relieved that a measured and systematic approach is being taken by the relevant bodies.

Both Abramovich and Beauchamp position readers to feel that they need to take action and to protect children. This is achieved at least in part by portraying cyber bullies as evil and their victims (and the wider society) as relatively innocent. For Abramovich, cyber bullies 'harass, intimidate and humiliate others', implying that they have no other goal or means of interacting with others. Beauchamp depicts them as an anonymous, ruthless and potentially lethal enemy. Their common use of the adjective 'faceless' is a telling example of their similar positions and strategies. The term suggests a lack of personality and identity, implying that those who commit such acts are not fully human. Beauchamp portrays bullies as constantly engaged in military combat, 'text bombing' their 'targets' but seemingly incapable of forming conventional human relationships. Similarly, Abramovich individualises victims such as Ryan Halligan, but represents bullies as unidentifiable and unlocatable, hiding behind a 'shield of anonymity' within the 'faceless, nameless' internet. In this way, both writers position readers to view bullies as undeserving of any understanding or compassion.

The photograph of the student echoes the points made by both writers about the severe consequences of cyber bullying. The girl is clearly highly upset, and feeling trapped and helpless in the face of cyber bullying, which is indicated by the mobile phone she holds in her hand. Her mouth contorted in a silent scream powerfully illustrates the deep distress caused by bullying, eliciting the reader's sympathy and concern. The image is intentionally provocative and dramatic, which not only makes it memorable, but also conveys the shock and distress caused by cyber bullying in a direct and compelling fashion.

Abramovich and Beauchamp both suggest possible solutions, leaving the reader feeling less fearful at the end of their articles than at the beginning. However, the disturbing photograph of the student strapped to her chair with ropes and holding a mobile phone is likely to remain in the reader's mind as a reminder of the anguish and pain cyber bullies cause their victims.

*Analysis of 1<sup>st</sup> article. Considers the effects of persuasive techniques: statistics, repetition, direct address.*

*Explains how readers are positioned by the shape of the overall argument and the final appeal to children's rights.*

*Analysis of 2<sup>nd</sup> article. Link to previous para ('also emphasises') gives coherence and fluency to the response.*

*Considers the impact of persuasive techniques: emotive language, authority figure, tone.*

*Moves on to comparison: links 1<sup>st</sup> and 2<sup>nd</sup> articles through their similar positions and arguments.*

*Notes both articles use the same word and effect of this.*

*Analyses ways in which language represents bullies as lacking identity or conventional human qualities.*

*Continues comparison by discussing how the image complements and contributes to the arguments featured in the articles.*

*Sums up the main viewpoints and overall effects of the two articles and the image. Follows logically from the two previous (comparison) paragraphs to note strong similarities and differences.*